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Text Types

for Primary Schools

BOOK

5



Peter Durkin • Virginia Ferguson • Geoff Sperring

OXFORD
UNIVERSITY PRESS

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Introduction

Text Types for Primary Schools develops students' knowledge and understanding of texts and how they are structured. This knowledge will help students to create different spoken and written texts, as well as to interpret and respond more effectively to varied texts they will encounter throughout their lives. The text types highlighted in this series are stressed in all state curriculum documents, namely:

- New South Wales: *English K-6 Syllabus* and Support Document, Part 1, Teaching About Texts
- Victoria: *English, Curriculum and Standards Framework II*, Strands of Speaking and Listening, Reading, Writing, Substrands Text and Aspects of Language
- Western Australia: *First Steps Reading and Writing Developmental Continuum*
- Queensland: *First Steps Reading and Writing Developmental Continuum*.

The series consists of seven consumable student workbooks, Books 1-6 and a *Starter Book*, which each provide 26 units of work for use in teaching specific text types. Each unit consists of a double-page spread which includes text models and space for the student to practise writing in the text type.

All books in this series cover the following text types:

Factual texts

procedure

recounts

information report

explanation

exposition/discussion

Literary texts

narrative

poetic texts

literary recount

LEFT PAGE

Model page

Demonstrates specific text type.

Letter to a magazine

Cool Magazine

Dear Carl,

I'm sick and tired of your magazine. It is always 'Blondes this' and 'Blondes that'. You are always showing pictures of cute and gorgeous people. Why don't you for once take people for what they are, not who they are?

If everyone always takes notice of the good looking people, we may as well get rid of everyone else. What about disabled or deformed people?

Why don't you put in somebody just like plain old boring me? Why don't you have a magazine about families that are nice on the inside and are not beautiful on the outside?

I reckon that the only good people are good hearted. I am deeply disappointed about this and want you to do something about it.

From Deeply Hurt

Writer's Challenge

Imagine you are the editor of Cool magazine. How do you think he or she might reply? Write a response in letter format.

Editor, Cool magazine

Write an exposition

A letter to a magazine

Choose an issue that you feel strongly about. It could be about the environment, the treatment of children at school or at home, bullies, homework, television, littering, or a topic of your own choice. Draft a letter to the editor of a magazine or newspaper about the topic.

Dear _____

I feel what you are concerned about

Argument 1: Firstly,

Argument 2: Secondly,

Argument 3: Thirdly,

In conclusion

Goodbye

Write your name at the end

Name is _____

Address is _____

More to do

Choose something that you feel very strongly about. Write a letter to your local publication so the editors know what you feel angry and what should be done about the situation.

RIGHT PAGE

Activity page

Provides space for students to practise the text type.

The books have been designed to give students the opportunity to practise writing over an extended period. Thus, three or more units are generally dedicated to each text type. These are presented in developmental order, from least challenging to most challenging.

How to use this book

Before beginning the activity, extensive discussion should take place. The following teaching techniques should be incorporated into each unit's work in order to maximise the benefits from the activities:

- **Model** the text type—by showing and sharing how writing is devised.
- **Discuss and display** what the students need to learn next; for example, how to gather and sort information.
- **Show** how text types can be linked and compared; for example, by recognising similarities and differences between text types. Once students understand the fundamental characteristics of a specific text type, they are better prepared to practise writing in the specific text type.

The activities throughout all books allow students to develop the following skills, which are critical in the writing of text types:

- observation—describing what one sees
- listening—to instructions and other students' opinions
- memory—recalling what one has learnt
- questioning—asking questions of oneself and others
- thinking—working out problems
- transference—transferring knowledge from one text type to another
- co-operative skills—working within a group.

Assessment

Each book incorporates a strong assessment component, in order to allow for self-assessment and teacher assessment of individual students:

- Student self-assessment page—allows students to assess their own understandings, knowledge and skills in writing specific text types.
- Student progress chart—helps the teacher keep track of the student's work, and is a valuable assessment tool.

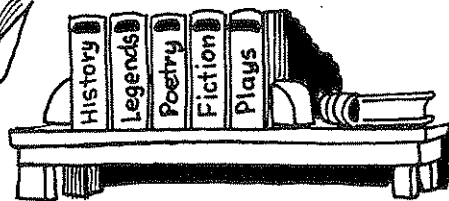
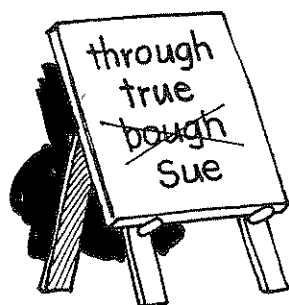


Scope and sequence chart

BOOK

5

TEXT TYPE	UNITS
Procedure Procedural texts tell how to achieve a goal or an outcome through a sequence of steps. Examples of procedural texts include: ▲ instruction manuals ▲ recipe books ▲ safety manuals ▲ science books.	1 How to make a compost bin in a soft drink bottle 2 Maps and directions 3 How to make a bullroarer 4 The four torn edges
Recount Recounts record a series of events in the order in which they occurred. They tell how, what, where and when. Examples of recounts include: ▲ diaries ▲ letters/postcards ▲ journals ▲ autobiographies and biographies.	5 Moving house 6 A day in my life 7 A brush with a shark 8 A newspaper report
Information report/ Factual description Information reports classify and describe general classes of phenomena. Factual descriptions describe a specific object, creature or natural phenomenon. Both are accurate and factual, and use clear, straightforward language. Factual descriptions serve as an introduction to Information Report at junior levels.	9 Boomerangs 10 Jupiter 11 Praying Mantis 12 Teeth
Explanation Explanations describe in scientific terms how natural and technological phenomena come into being. They are written to add to our store of knowledge.	13 What causes earthquakes? 14 Where does food go? 15 What causes thunder and lightning?



TEXT TYPE

UNITS

Exposition

The purpose of an exposition, or persuasive writing, is to convince you that what the writer is saying (or drawing) is true.

Examples include:

- ▲ advertisements
- ▲ pamphlets
- ▲ references
- ▲ posters
- ▲ book and film reviews.

- 16 Bush dance poster
- 17 A letter to a magazine
- 18 Letter to a council youth worker

Narrative

A narrative tells a realistic or imagined story. It is written to entertain, stimulate, motivate, guide and teach the reader. Examples include myths, legends, fables, fairy tales, short stories and picture books.

Structure:

- ▲ Orientation (setting the scene)
- ▲ Complication (problems/conflict)
- ▲ Series of events
- ▲ Resolution (solution of problems)
- ▲ Re-orientation/coda (optional)

- 19 An old story with a new ending
- 20 Captured
- 21 The bags full of faults

Poetic texts

Poetry helps us to think about familiar things in different ways. It uses language, rhythm, rhyme and structure to capture the essence of a feeling, thought, object or scene. Forms of poetry include cinquain, haiku, limericks, diamante, lyrics, ballads, humorous verse.

- 22 He was ...
- 23 Acrostics
- 24 What is a million?

Literary recount

Literary recounts differ from factual recounts, in that they tell what the writer thinks and feels about what has happened.

- 25 Along the river track
- 26 My special person

How to make a compost bin in a soft drink bottle

Structure

Title

How to make a compost bin in a soft drink bottle

Things you need

Materials

- a 2-litre plastic soft drink or juice bottle, cut around the top (remove label)
- a spoon
- masking tape
- fruit and vegetable peels and pieces
- grass leaves
- one cup torn newspaper
- one cup of soil
- one dessertspoon of fertiliser
- two felt-tipped marking pens (different colours)
- water in an atomiser

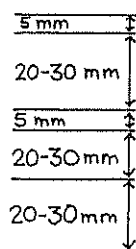
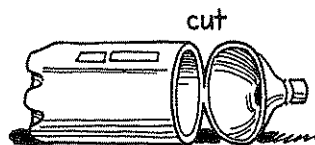
What to do

Sequence of steps

- 1 Add 20–30 millimetres of soil to the base of the bottle. Then add 20–30 millimetres of fruit or vegetable scraps. Cover with a 5-millimetre layer of soil.
- 2 Continue to add layers until the bottle is full (see diagram).
- 3 Place top back on bottle and secure with masking tape.
- 4 Draw lines on bottle to show levels of organic material and soil. Write date on bottle.
- 5 From time to time, spray water into bottle, to ensure compost is always moist.

Evaluation

Measure the level of compost at regular intervals. Are the different materials breaking down to make compost?



Language Feature

Instructions should be numbered

- 1
- 2
- 3

Instructions begin with action words e.g. 'Add', 'Place', 'Draw'.

Include a diagram

Writer's Challenge

In procedural texts, we use sentences that begin with verbs and are stated as commands; for example, 'Place the top ...'

- 1 Underline sentences above which begin with action words (verbs).
- 2 Circle all the verbs in the procedure.

Write a procedure

Structure

Title

How to make vegetable print wrapping paper

You will need:

Materials

*Sequence
of steps*

What to do:

Evaluation

Fact file

Choose vegetables—half a mushroom, a bit of celery or broccoli—anything! Cut up and dry on kitchen paper, then press cut surface onto a good, inky stamp pad. Press the vegetables onto an A3 size sheet of paper.

Experiment! Use different stamp pads, different colours, and vegetables. Keep on printing until the A3 sheet is covered. Evaluate your paper. Does it look good?

More to do

With a friend, use your vegetable print pieces to make up a story. Vegetables could be trees, caves, huts, weeds or people. Don't worry about the sizes.

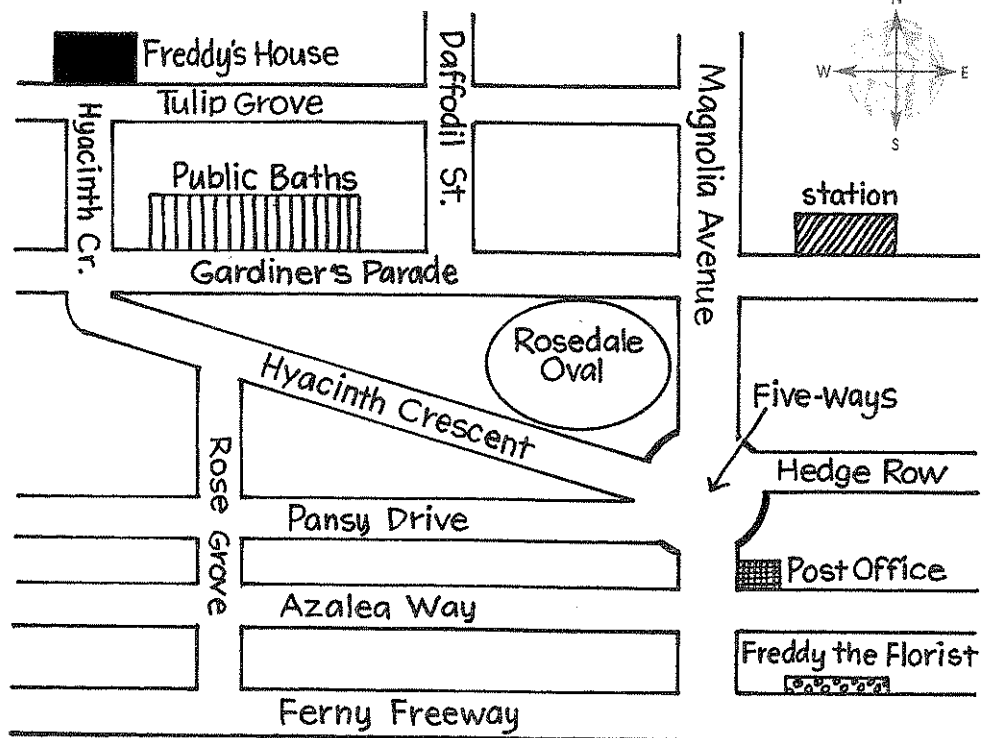
Maps and directions

Below is a map of the town where Freddy the Florist lives and works.

Read the directions below the map to trace the route he takes from home to work.

Street maps show the names of streets.

Map of Rosedale



Freddy's route

- Travels south down Hyacinth Cres. to Gardener's Pde and continues south-east along Hyacinth Cres. to Rose Gve.
- Turns south down Rose Gve, past Pansy Dve and Azalea Way, until he reaches Ferny Freeway.
- Turns east into Ferny Freeway, travels across Magnolia Ave and turns north into Freddy the Florist.

Directions outline the step-by-step procedure for getting from one place to another.

Writer's Challenge

Work with a partner. Using the map of Rosedale above, write a set of directions for your partner to follow so that she or he arrives at a secret location on the map. When your partner has followed the directions, she or he must mark the location with an X.

Did your directions lead your partner to the correct location?

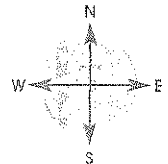
Write a procedure

Create your own Map and directions

Draw a map that shows the route you take to school.
Write a set of directions for someone else to follow.

Write the name
of your street.

Map of



Draw in
your school and
your house.
Label them.

Directions from my house to school

V

V

V

V



Draw a map of the school ground, marking all the important points. Write a set of directions from one point to another, and ask a friend to use the map and directions to follow your route.

How to make a bullroarer

Structure

Title

Materials

Sequence of steps

Language Feature

Facts
(exact details)

Commands
e.g. 'Cut',
'Glue'.

Diagrams

How make a bullroarer

Things you need Firm card (at least 13.5 x 10 centimetres), scissors, strong craft glue, heavy book, compass or nail, string.

1 Cut a bullroarer shape from the cardboard. Cut Vs and corners as shown. Score along dotted lines and fold into three.

2 Glue outer flaps and fold into centre.

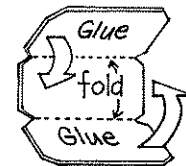
3 Place under a heavy book or weight until dry.

4 Use a compass point (or thin nail) to poke a small hole in one end.

5 Twist both ends so that the opposite corners are slightly raised.

6 Push some string through the hole and tie firmly.

7 Find a clear space, hold the end of the string, and whirl the bullroarer around as fast as you possibly can.



As the bullroarer moves through the air, it creates *turbulence*, and this makes the air vibrate with a roaring sound.

10cm

hole

3.5cm

Evaluation

Writer's Challenge

In this procedure there are many action words (verbs) written as commands. For example, 'cut'. List more commands from the text in the spaces below.

- 1 _____ 2 _____ 3 _____ 4 _____
- 5 _____ 6 _____ 7 _____ 8 _____

Write a procedure

How to make a noise-whirler

Make your own noise-whirler. Cut a shape from cardboard (fold if you wish). Try different shapes and sizes. Experiment. Cut pieces from edges or other places. Attach string and whirl. When you make a successful one, describe how you did it. (Use sketches.)

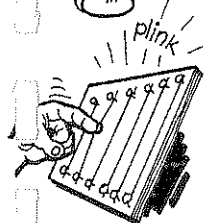
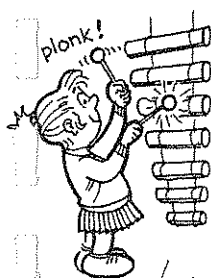
write the name of your noise whirler here

Structure

Title → How to make _____

Materials → _____

Sequence of steps → _____

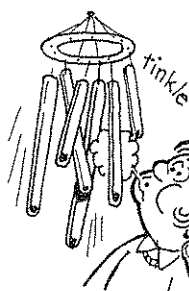


Evaluation

Was your whirler successful?
Why?
Why not?

More to do

Experiment with one or two sound-making instruments, then write the instructions for making the one which works best.



The four torn edges

Structure

Title

Materials

Sequence of steps

Language Features

How to do a trick: The four torn edges

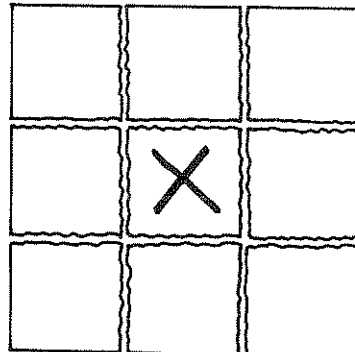
Things you need

A square sheet of paper; marker pen or pencil. If the trick is to work well, you will need to practise this a few times, so that you can do it very quickly. It also helps to talk all the time (to distract your audience).

What to do

- 1 Take a square sheet of paper.
- 2 Tear it into nine equal pieces. Do this in front of your audience.
- 3 Spread the small pieces out like this:
- 4 Ask someone to lightly draw a cross on the middle piece of paper.
- 5 Turn your back and ask a person to mix up the pieces.
- 6 Turn around. Look carefully at the pieces and pick out the one with the cross. You get it right time after time. How?

When you ask someone to draw the cross, make sure they draw lightly so it can't be seen through the paper.



Precise details

Numbered steps

Diagram

Evaluation

If you chose the piece with the cross, your goal was achieved. Only one piece has four torn edges so if you are careful to choose that piece, you will always be right.

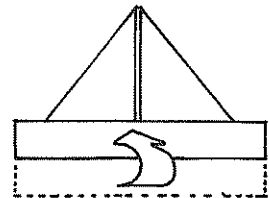
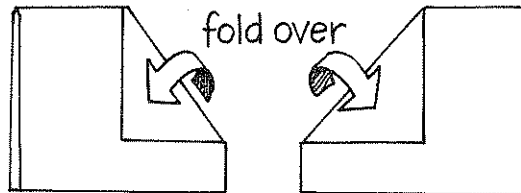
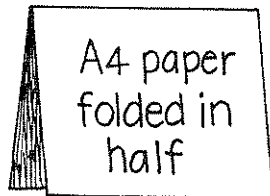
Writer's Challenge

In the sequence of steps, six verbs are used to begin the sentences. Circle these verbs, then in the spaces below write in other verbs (action words) from the text.

Write a procedure

Make a paper boat

Before you write the procedure for making a paper boat, make it yourself.
Use a sheet of A4 paper, fold it in half, then fold over like this:



fold up.

If you forget, ask a friend.

When your boat is folded, write down the procedure so that someone else could make one—just by following your method.

Structure

Title

Things you will need

Materials

Sequence of steps

What to do

1

2

3

4

5

Evaluation

Did it work?

More to do

Write a procedure for a game, trick or a recipe that you know really well, for example, How to play marbles, Pass the parcel, How to climb a tree. Follow all the steps for a procedure.

Moving house

Structure

Title

Setting

Introduction tells us when? who? where? why?

Sequence of events

Para. 1

Para. 2

Para. 3

Para. 4

Conclusion

Moving house

Last year my dad got a promotion at work and we had to move to Sydney. We had only three weeks to sell our house.

Dad put the house on the market, and we must have had about 30 people dropping in and out before someone decided to buy it.

I can remember feeling a bit sad, because I had grown up in that house and lots of great things happened there — including falling off my bike and smashing my front teeth.

Packing up for the removalists was the worst part. There was so much stuff to wrap and put in boxes. I think we broke almost as much as we packed!

Eventually, we were ready for the removalists and the van headed off to our new house. I had a last look around the house before we headed off, too.

The funny thing was that it only took a few weeks for our new house to really feel like home.

Language Features

Proper nouns

e.g. 'Dad', 'Sydney'

Words showing order of events

e.g. 'Eventually', 'last'.

Writer's Challenge

Recounts tell about things that have happened in the past. Make a list in the spaces below of five significant or memorable things which have happened to you in the past.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Write a recount

Starting school

Write about your first day at school, or your first day in a new school.
Use the words and pictures in the border to help with your recount.

Structure

Title

Setting

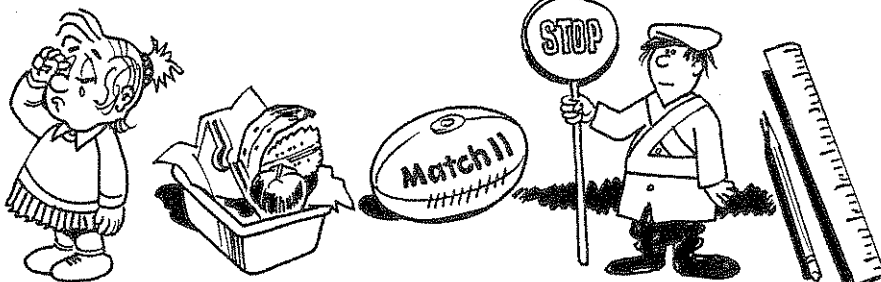
Who?

What?

Where?

Sequence
of events

Conclusion



**More
to do**

Write a recount of your most embarrassing moment, or about the time when you were most frightened.

A day in my life

Structure

Title

A day in my life

Setting

My name is Joe, and I'm nine years old.
I live in a town called Yass. I make up
lots of stories. Here is a story of
what I did yesterday.

Sequence
of events

Paragraph 1

I got up, put on my clothes, came
out of the lounge and finished off my
homework. Then I had breakfast, fed
the chooks and went off to school.

Paragraph 2

After school, I got off the bus, walked home, did half my
homework and lit the boiler. I kept it going, watched TV, had
a bath, put on my pyjamas, had dinner and then went to bed.

Conclusion

So that was my day, and most week days are just the same.
Boring, isn't it?
Joe

Language Features

Proper nouns
showing 'who'
and 'where'

Order of eve

Past tense verb
e.g. 'got', 'did',
'lit'.



Writer's Challenge Recounts

1 The first paragraph always sets the scene. Look at the first paragraph above, and answer these questions:

- 1 Whom is it about? _____
- 2 Where did he live? _____
- 3 What does he like doing? _____
- 4 When did the events happen? _____

2 This recount uses many verbs in the past tense. There are seven such verbs in the second paragraph. Can you list them?

- | | | |
|---------|---------|---------|
| 1 _____ | 3 _____ | 6 _____ |
| 2 _____ | 4 _____ | 7 _____ |
| | 5 _____ | |

Write a recount

A day in my life

Joe's recount is a bit dull. He could have used details to add interest. For example, the 'walk home' could be 'trudge home', and instead of 'I got up, put on my clothes', it could be 'Oh, no! The alarm! I got up, put on my worn old jeans ...'

Write about a typical day in your life. Do not forget to include interesting details.

Structure

Title

Setting

Who, when,
where, what

Sequence
of events

Two or three
middle

paragraphs.
Begin each new
paragraph on
a new line.

Conclusion

**More
to do**

Write a letter to a grandparent or a friend whom you have not seen for a while. Recount some of the interesting or unusual things that have happened to you over the past weeks. Ask for a reply.

A brush with a shark

Structure

Title

Introduction
tells who,
where what

Sequence
of events

Conclusion

A brush with a shark

We were camping at a beach near Mallacoota. It was a beautiful day—the sky was blue and the water sparkling. We wanted to go body surfing, but the locals warned us that there could be sharks around.

In we went, and the waves were big, but something funny was going on. There were little fishes everywhere. They were flying through the water, skimming through our legs.

Soon I discovered what was frightening the fish. As I turned to catch the next wave, I heard the shout ...SHARK! It was on top of the wave, surfing towards me. Before I had time to turn around it brushed past me, heading for the flying fishes.

I practically walked on the water as I raced towards the beach. As I stood on the shore I could see my heart bumping in my chest.

My brush with a shark had been just a little too close for comfort.

Language Features

Proper nouns
'Mallacoota'

Past tense

Order of event
e.g. 'Soon', 'As',
'Before'.

Writer's Challenge An eyewitness account

Imagine that you were on the shore watching what was happening. Use the information in the recount to give an eyewitness account of the event. The first sentence is written for you.

I was standing on the shore watching the surfers.

Write a recount

Danger!

You choose a title for your danger story. Write the title on the dotted line below this box.

Structure

Title

Setting

who?

what?

where?

when?

Sequence

of events



Conclusion

**More
to do**

Write an eyewitness account. Give details about a dramatic event you have seen. It could have been a horse bolting, a fight, an explosion or an accident.

A newspaper report

Structure

Headline

Camel fiasco a laughing matter

Leading paragraph sets the scene

A POLICE sergeant couldn't help laughing when the man he was trying to arrest jumped on a camel's back and rode off at a gallop, he admitted yesterday.

And Sgt Garry Griffiths had a second laugh when the camel returned to the scene a few minutes later with the hapless Ricky Hall still in the saddle.

Sgt Griffiths told South Australian Chief Magistrate Alan Moss: "I broke into a laugh. It was the funniest thing I've seen in a long time.

"It would have won *Funniest Home Video* on TV."

Mr Hall has pleaded not guilty in the Coober Pedy Magistrates' Court to two counts of drink-driving a



Photos or diagrams

camel, assaulting police and resisting police on September 6 last year at Oodnadatta.

Under cross-examination by Mr Pat Amey, for Mr Hall, Sgt Griffiths denied being overzealous and said he certainly was not picking on Mr Hall.

The hearing was due to continue today.

Direct speech

Concluding paragraph

Writer's Challenge Past tense verbs

Verbs are used in the past tense to report events in newspaper stories, because the events have already happened. Find and write six of the past tense verbs used in the above report.



Write a recount

Writing a newspaper report

Choose a particularly funny or memorable event that has occurred to you and your family or friends. Re-tell this event in the form of a newspaper report.

Write a catchy headline.

The lead paragraph tells who, what, when, where and why

Recount the main parts of the story.

Provide quotes from the people involved in the story.

Include a picture to illustrate your story.

Write a concluding paragraph.



Choose two or three people to dress up and act out a 'newsworthy' event. Everyone in the class re-tells the event in the form of a newspaper report with a catchy headline.

Boomerangs

Structure

Classification
and
introduction

Description

Conclusion

Boomerangs

A boomerang is a curved, light and well-balanced missile used by some Australian Aboriginal people for hunting, fighting and sport.

There are three types of boomerang: ritual, returning and non-returning.

Each boomerang is carved from a curved tree branch. One side is flat and the other slightly curved. Sizes vary from 30 centimetres to nearly a metre in length.

- 1 → ▲ **Ritual boomerangs** vary in size and shape, and are used as clapping sticks during corroborees and other ceremonies.
- 2 → ▲ **Non-returning boomerangs** are much heavier and bigger than returning boomerangs. These are mostly used to stun and kill wild game.
- 3 → ▲ **Returning boomerangs** have arms of unequal length, with tips about 40 centimetres apart. Each arm is curved with an aerofoil section, and is twisted so that the leading edge is slightly higher. This design causes the boomerang to return when thrown.

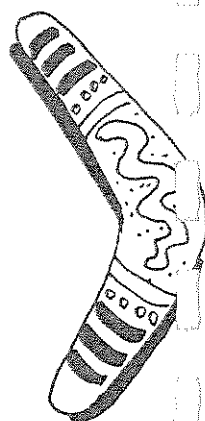
It is important to remember that returning boomerangs were only used by some Aboriginal people in certain areas. Many others relied on weapons such as spears.

Boomerang-making is an Aboriginal craft, handed down from generation to generation. Even city boomerang makers carve them, but these are not used for hunting. They are sold as ornaments for tourists.

Language Features

Formal
style

Timeless
present tense
e.g. 'are',
'stun'



Writer's Challenge

This information report classifies and describes the various kinds of boomerang. Choose a well-known everyday object, such as a brush, which has many different sizes and shapes. Describe each one using this format.

Use sketches.
Try book, glass, box.

Name	Size and shape	How it works	Why important?
Hairbrush	_____	_____	_____
Toothbrush	_____	_____	_____
Paint brush	_____	_____	_____
Clothes brush	_____	_____	_____

Write an information report

Australian Aboriginal instrument or weapon

Choose your own Australian Aboriginal musical instrument or weapon (perhaps a didgeridoo or woomera), and organise your material to make an information report.

Structure

Title

Classification

name, size,
shape,
decoration

Description

What is it?
Importance?
How it works
Used for?

Conclusion

Name (of instrument or weapon) _____

Diagram

**More
to do**

Write an information report on your favourite hobby. Use the same format as the reports on these pages. Ask your teacher if you could talk about your report, and then display it.

Jupiter

Structure

Title

Jupiter

Classification

Jupiter is the largest of the nine planets in the solar system.

Description

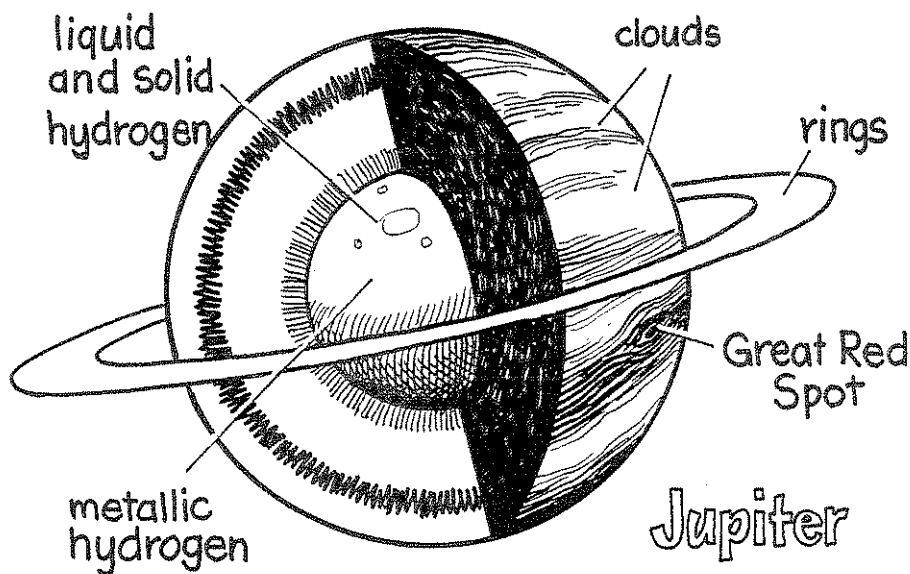
Jupiter is bigger and heavier than all the other planets added together. More than 13 000 Earths would fit inside it.

It is a huge ball of liquid wrapped in gas clouds, and is mostly made of hydrogen and helium, like a star.

Jupiter's most obvious feature is its Great Red Spot, which is a storm that has been raging for at least 300 years. Its striped appearance is due to its rapid rotation. This massive planet takes less than 10 hours to rotate.

Conclusion

Jupiter has 16 moons. With its newly discovered rings, it is certainly one of the most interesting and complex planets to study.



Writer's Challenge Proper nouns

Many information reports contain the special names of things and places. These are called proper nouns. Proper nouns always begin with a capital letter.

Find and list the proper nouns in the report above.

Write an information report

Planets

Choose your own planet, and write an information report about it.
Use the fact file to help you organise your information.

Diagram

Structure

Title

Classification

Description

Conclusion

Fact file

CLASSIFICATION

- Name
- How big is it?
- Who discovered it and when?

DESCRIPTION

- What is it
- What does it look like?
- What spacecraft have explored it?

EXPLORATION HISTORY

- What group or system does it belong to?
- What special features does it have?
- How was information gathered?

More to do

Imagine that a 10th planet has been discovered in our solar system. Write an information report for display in the classroom that clearly explains what the planet is like. Name it and include a labelled diagram.

Praying Mantis

Structure

Title

Classification

Description

Conclusion

Language Features

Technical words

Precise, descriptive language

Action verbs
e.g. 'feeds', 'grips', 'lashes'

Timeless present tense

PRAYING MANTIS

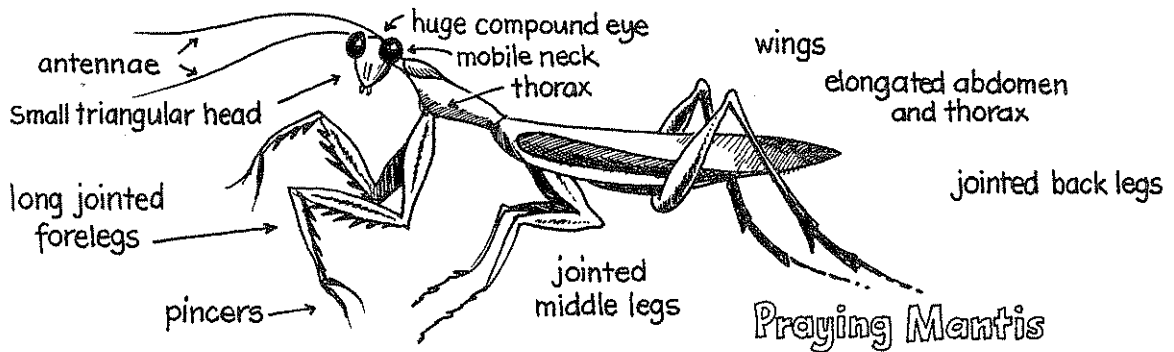
The Praying Mantis is a large carnivorous insect belonging to the group, Mantodea. There are 1800 species, usually found in warmer areas.

The Praying Mantis is slender, pale green or brown in colour, and holds its front legs folded as though in prayer. Because of its colour and thin, twig-like legs, the Praying Mantis is often camouflaged by the shrubs, twigs and grasses upon which it rests. Females are larger than males, up to 13 centimetres. Males fly well, but females cannot fly—instead, they glide from place to place.

The Praying Mantis feeds on other live insects, such as grasshoppers, flies and moths. It lashes out suddenly, grips the insect in its long front legs, which have pincers lined with rows of points. Even large spiders cannot escape.

Some females eat their male partner during or after mating.

The Praying Mantis is more helpful than most other insects, because it feeds on so many pests.



Writer's Challenge

Information reports usually contain technical vocabulary. Write definitions for the following (use a dictionary to help you):

- 1 pincers _____
- 2 camouflage _____
- 3 carnivorous _____

Write an information report

Write a report about grasshoppers. Use the diagram below and any information you can find from books or the Internet to complete your report.

Use a dictionary to find out what an insect is

Structure

Title

Classification

Description

Colours

Where found?

Features:

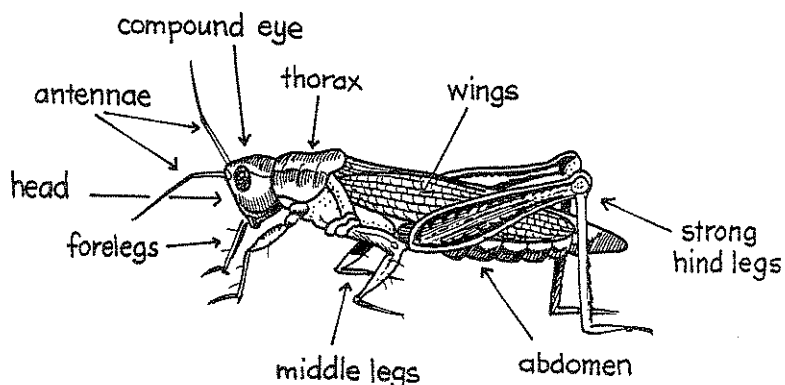
- legs
- antennae
- sound

Food

Conclusion

Fact file

Parts of the grasshopper



More to do

Write an information report on a topic your class is studying. Present it to the class and display it in the classroom.

Teeth

Structure

Title

Classification

Description

Conclusion

Teeth

Teeth are the hard, bony appendages that grow in the upper and lower jaw of the mouth.

The 20 primary (first) teeth begin to grow when a baby is about six months old. The primary teeth are replaced by permanent teeth when the child is about six years old.

By the age of 20, most adults have a full set of 32 teeth, although the third molars (wisdom teeth) may never erupt.

While teeth help people to speak clearly and give shape to the face, their main function is the chewing of food. Incisors and canines tear the food into pieces, and the molars crush it further.

Tooth enamel is the hardest substance in the body. It is eroded by food acids, which can lead to decay and cavities.

Regular cleaning and fluoride in the water help to prevent decay and the need for fillings and false teeth.

Language Features

Technical terms

e.g. 'molars',
'appendages'

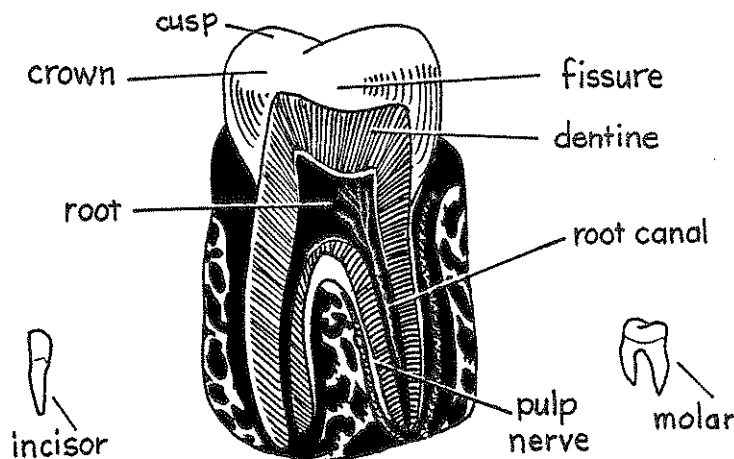
Action verbs

e.g. 'tear',
'crush'

Timeless

present tense
e.g. 'is', 'can',
'have'

Diagram with labels



Writer's Challenge

Action verbs

Information reports contain a lot of action verbs.
Find and write six action verbs in the teeth report.

Write an information report

Body part report

Research a part of the body such as 'the ear', 'the eye' or 'the tongue', and write an information report about it.

Structure

Title

Classification

*What is being
discussed:
definition*

Description

*Series of
paragraphs on
the subject,
with a new
paragraph for
each new part*

Conclusion

*Diagram
with labels*

**More
to do**

Choose a topic that really interests you, such as your pet, a hobby, a game, a vehicle etc. Write an information report that you can present to your grade as a two-minute talk.

What causes earthquakes?

Structure

Question in heading

Introduction
Includes a description or definition

Explanation
sequence

Telling how and why

Cause

Effect

Language Feature

Technical terms

Words showing how and why

Timeless present tense
e.g. 'travel', 'spread'

Generic terms

Diagram with labels

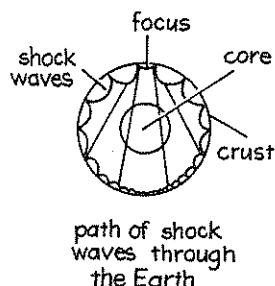
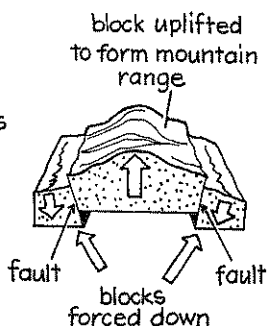
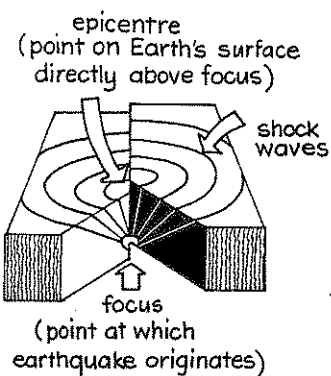
What causes earthquakes?

An earthquake is the movement of the Earth's crust which makes the ground shake or quake.

Earthquakes usually occur when the plates of the Earth's crust grind against each other. This causes tension in the rocks, and when the tension becomes too great the plates shift and split. These movements cause shock waves, which start deep underground.

The point on the surface immediately above the earthquake is called its 'epicentre', and is the scene of the greatest destruction. The shock waves travel out from the epicentre in the same way that ripples spread when you drop a stone into a pool.

Earthquakes can be so violent that buildings topple, people are killed and huge craters open in the ground. They often trigger tidal waves and landslides.



Writer's Challenge

Explanations are written in the present tense. Words showing timeless present tense are 'travel' and 'cause'. Circle all the verbs in the explanation above.



How many did you find?



Were they all written in timeless present tense?

Write an explanation

Why do volcanoes erupt?

Structure

Write in the heading

Introduction

Write a description or a definition of a volcano.

Explanation sequence

Write sentences telling how and why volcanoes occur.

Effect

What happens when a volcano erupts?

Concluding sentence

More to do

Write an explanation about: what causes tidal waves, or what causes lightning.

Where does food go?

Structure

Question in the heading

Introduction

Explanation sequence

Sometimes these parts of an explanation have separate headings, but they are mixed together in this explanation. There are three reasons for this: it is more sensible, saves space and is easier to read.

Conclusion

'Where does an apple go after it is swallowed?'

What happens to food after it is chewed and swallowed can be explained by a description of the digestive system.

All food—including apples—are chewed and swallowed, after which muscles squeeze it through the oesophagus to the stomach.

Next, the stomach churns the food around and changes it to a thick, soup-like liquid before it passes through the long, convoluted small intestine.

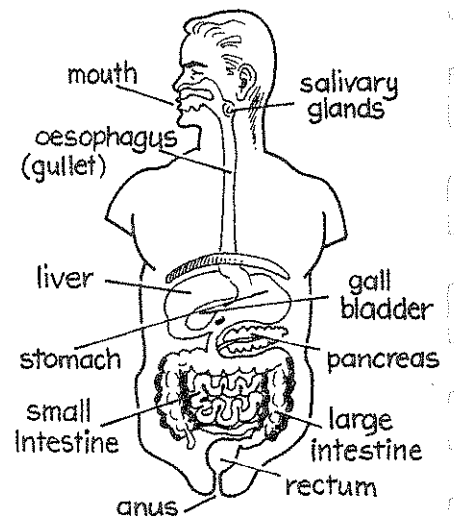
Digestive juices then break the food particles into small and smaller pieces.

When these pieces are small enough, many filter out into the blood through tiny, finger-like villi (hairs) that line the small intestine's inner wall.

The blood can then take nourishment to all parts of the body.

Any food the body cannot use—the undigested parts in the colon—form faeces that leave the body through the anus.

So, to answer the question 'Where does an apple go after it is swallowed?': some of an apple is used by the body's blood for nutrition; the undigested parts go down the toilet.



Interesting fact:
An adult's intestines are about 7.5 metres long!

Writer's Challenge

Explanations always include the use of technical terms. Fill in the gaps below with the correct technical term. (All the answers are in the text.)

Summary of the digestive system

- 1 After food is chewed and swallowed, muscles squeeze it through the o_____.
- 2 D_____ juices break food into smaller pieces.
- 3 Food is churned and liquidised in the s_____.
- 4 Tiny finger-like v_____ filter the small food particles into the _____o_____.
- 5 The villi line the walls of the small _____t_____.
- 6 The undigested food forms into f_____ that leave the body through the a_____.

Write an explanation

Why do hearts beat?

Explain why hearts beat by writing about the circulatory system.
When writing your explanation, refer to the Fact file below.

Structure

Title

Introduction
What is the
circulatory
system?

Explanation
sequence

Conclusion

Fact file

Use the facts below to write your explanation.
(The facts are not in the right order.)

- Every heart beat is the sound of the heart pumping to push blood around body.
- The heart pumps oxygen-rich blood through tiny tubes that lead to every part of the body.
- Because it is about blood circulating in the body, the system is called the circulatory system.
- Interesting comment: When you're running fast, your body needs more oxygen, so your heart beats faster to pump it round your body.
- After blood is pushed to all parts of the body, it is then pushed back again. (It takes less than a minute for blood to go all round body.)
- Blood has four main components—red blood cells, white blood cells, liquid and plasma.
- Why do things breathe? When do they stop?

More to do

Count your own pulse. Measure the beats per minute when you are resting, and then again after you have sprinted 100 metres.

What causes thunder and lightning?

Structure

Question in heading

Introduction

Give description of both thunder and lightning

Explanation sequence

Clear logical sequence showing cause and effect

Conclusion

What causes **thunder** and **lightning**?

Thunder is the loud noise heard after a flash of lightning caused by the disturbance of air by a discharge of electricity.

Lightning is a gigantic spark of electricity that flows within a cloud or from a cloud to the ground.

When the electrical pressure sets off a spark (or charge) it forms a path and streams down in giant steps, so the lightning seems to zig-zag (forked lightning).

Lightning, like all electricity sparks, is immensely hot. It burns through the air at supersonic speed. The air expands in a shock wave, which is the noise we hear as thunder.

So thunder and lightning happen at the same moment. We see the lightning before hearing the thunder clap because light travels much faster than sound.

In ancient times, people used to think the gods made thunder and lightning to show their anger. And even now—when we know what causes thunder and lightning—it can still be frightening.

Language Feature

Technical terms

e.g. 'disturbance', 'discharge'

Timeless present tense

e.g. 'sets', 'seems'

Words showing how and why

Unusual or interesting facts

Lightning strikes the tallest object in its path—tree, tall building or, if out in the open, a person. People have been killed by lightning and buildings burnt down.

Most tall buildings have a metal rod or conductor. The top of the rod sticks up above the roof and the bottom is buried in the ground. If lightning strikes, it runs harmlessly down the rod into the ground.

Writer's Challenge

Verbs showing timeless present tense are used in explanations. Look again at the explanation above and:

- 1 Circle all the verbs you can find.
- 2 Colour in red all verbs in timeless present tense.

Write an explanation

What causes frosts?

Refer to the Fact file below and then write your own explanation about frost.

Structure

Title

Remember, the title is a question.

Introductory paragraphs

Use a dictionary to look up the definition

Explanation sequence

1 Describe conditions for frost to occur: no rain, clear dry night.

2 What happens and why (see Fact file)

Conclusion

Include interesting comments.

Frost is

If frost is to occur, these conditions must exist

If it is cold enough

Fact file

What happens:

If cold enough, moisture from air freezes, leaving trees, grass (etc.) coated with layer of ice crystals.

More frosts on clear nights because any heat still in ground flows away quickly and temperatures plummet

Why is frost white?

Because crystals contain air

Interesting comment: Jack Frost (mention rhymes, songs you know)

More to do

Use a dictionary to find a definition of clouds. Research details such as the different kinds of clouds, and why some clouds result in rain while others do not.

Bush dance poster

Structure

Classification

What is the poster about?

Details

What?

When?

Where?

Who?

Why?

Varied text styles and sizes

— to highlight the important pieces of information
— to add interest

Layout

Attractive and eye-catching to encourage people to read

Moddy Creek P.S. Bush Dance

Lots of fun!

Saturday night at the school hall—
27TH AUGUST

TICKETS:

Available at the door,
or may be purchased
at office

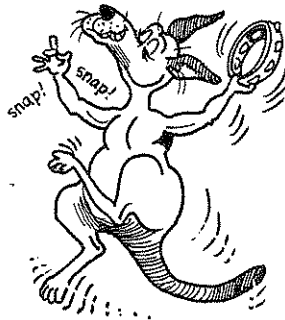
Adults \$10.00

Children \$5.00

Family \$25.00

Guest artists:
'The Wallabies'

Raffle prizes



Dance with your favourite teacher,
stand on the principal's feet, but whatever you do:

Join in the fun!

Door prizes

Roast beef &
coleslaw rolls
Only \$3.50

Don't forget the
spit roast!!

Doors open at 7.00 p.m.
All funds go to school programs!

Be there

Writer's Challenge

Re-read the poster carefully and fill in the spaces next to each heading about the information on the poster.

What: _____

When: _____

Where: _____

Who: _____

Why: _____

Write an exposition

Design a poster

Design a poster to promote a Garage Sale that is being held in your street. Remember that the aim is to persuade people to attend the sale.

Do not include unimportant details.

What is the poster about?
(use large letters)

Use action words such as 'come', 'join in', 'look', 'must see'.

Details:
Tell the what, when, where, who and why

Illustrate your poster.

Make sure your poster is attractive and eye-catching.

Use lots of language such as 'cheap', 'bargain', 'must come', 'huge range' to persuade people to come to the sale.

Text styles and size: Use a variety of writing styles and sizes. The important things should stand out.

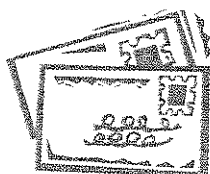


Work with a partner to design a poster to promote an important event at your school. Use the suggestions above to persuade people to attend the event, and display your finished posters around the school.

Letter to a magazine

Structure

Language Features



Cool Magazine

Thesis

State what the letter is about

Arguments

Point A

Point B

Restatement of position

Dear Cool,

I'm sick and tired of your magazine. It is always 'Blondes this' and 'Blondes that'. You are always showing pictures of cute and gorgeous people. Why don't you for once take people for what they are, not who they are?

If everyone always takes notice of the good looking people, we may as well get rid of everyone else. What about disabled or dis-formed people?

Why don't you put in somebody just like plain old boring me? Why don't you have a magazine about families that are nice on the inside and are not beautiful on the outside?

I reckon that the only good people are good hearted. I am deeply disappointed about this and want you to do something about it.

From Deeply Hurt

Emotive words

Timeless present tense

Words showing author's attitude

Writer's Challenge

Imagine you are the editor of Cool magazine. How do you think he or she might reply? Write a response in letter format.

Dear Deeply Hurt

Editor, Cool magazine

Write an exposition

A letter to a magazine

Choose an issue that you feel strongly about. It could be about the environment, the treatment of children at school or at home, bullies, homework, television, littering, or a topic of your own choice.

Draft a letter to the editor of a magazine or newspaper about the topic.

Structure

Thesis

State what you are concerned about.

Arguments

1 → Firstly,

2 → Secondly,

3 → Thirdly,

Conclusion

Restate your point of view

→ In conclusion

Name or pseudonym

Dear



More to do

Choose something that you feel very strongly about. Write a letter to your local politician to let the person know why you feel angry and what should be done about the situation.

Letter to a council youth worker

Structure

Lack of facilities for local youth

Mr B. Kinder
Youth worker
Brunswick Council

Dear Sir,

Thesis
Statement
of position

My name is Con. I am a bored boy in Brunswick. There are about another 200 kids like me in Brunswick. We think it is disgusting the way the Council treats us.

Argument

We think we should have more parks, more new things like swings and football grounds, soccer grounds and other things.

Evidence

By the way it looks, I am sorry to say I really think the Council does not give a damn about us kids, only about themselves. Everyday when we finish school we would like to go somewhere where we can play soccer or football. But we usually go home to nothing. That is how vandalism starts and kids get put away in homes. That would be the Council's fault, not us kids'.

Summing up

But one good thing is that I have a bus stop in front of my house. We have trams, buses and trains, and it is quick from here to the city. That's all for my complaints.

Yours faithfully

Con Demopoulos

Writer's Challenge

Underline three of Con's sentences which are personal (not impersonal).

The opposite of the word 'personal' is formed by placing *im-* in front. Add *im-* or *in-* in front of these words to make opposites:

_____ modest

_____ dependent

_____ secure

_____ active

_____ perfect

_____ moral

_____ mortal

_____ capable

_____ considerate

_____ mature

_____ migrate

_____ audible

_____ possible

_____ decisive

_____ appropriate

_____ patient

Use a dictionary to check whether you are correct.

Write an exposition

Your argument

In the town of Backemup, there is a community argument. The council wants to demolish a club house for older citizens so they can build a large adventure playground for children. (The club house fills most of the park and there is not enough space for both.)

The older people say they worked hard to build this nation and they deserve some relaxation. The council says that children are more important—our future lies with them.

Write to the secretary of the park committee, presenting your argument.

Structure

Address

Dear Sir or Madam

Thesis

Write the issue

Argument
and evidence

Summing up

Yours faithfully



Write a letter to your council, your Member of Parliament or the Prime Minister, giving praise for the good things about your town or country, and criticism of the bad. Use some impersonal language.

An old story with a new ending

Structure

Title

Goldilocks

Orientation

Who? When?
Why?

Remember the story of Goldilocks—the girl who one day walked into the forest and found the three bears' house? She tasted the three bowls of porridge cooling on the table, and one was just right so she ate it all up. Then she tested the three chairs, and accidentally smashed the smallest one!

Complication

Sequence of events

Soon Baby Bear returned home and noticed the porridge and chairs had been disturbed.

"Someone's been sitting in my chair and they've broken it," cried Baby Bear. Baby Bear was so upset, it sobbed and sobbed.

Just then Goldilocks burst into the room, waving a Do-It-Yourself-Instant-Fix-It carpentry set.

Resolution

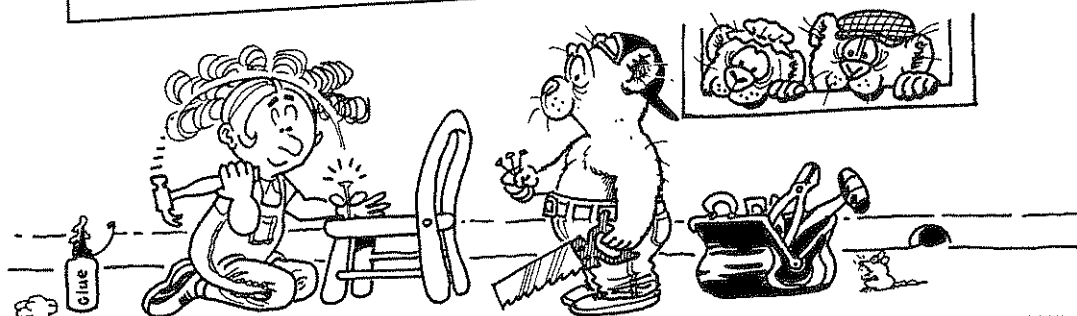
"Sorry about the chair—I had to go home to get this kit. Stop crying Babe, and pass the nails!" Goldilocks fixed the chair just before Mother Bear and Father Bear arrived home.

Language Features

The characters

Words showing action

Dialogue quotation marks



Writer's Challenge 'What If?'

Work with a partner to discuss these fairytale 'What ifs'. Work together to write the 'What if' ending for one of them, and share your new ending with the class.

- 1 What if the giant had caught Jack?
- 2 What if the wolf had blown down the third pig's brick house?
- 3 What if Cinderella's slipper had fitter her ugly step-sister?

Write a narrative

An old story with a new ending

Structure

Title

Little Red Riding Hood

Orientation

Remember the story of Little Red Riding Hood—the girl who

Who?

What?

Where?

When?

Complication

Sequence
of events

Resolution



Retell a well-known story or fairytale. It might have a new beginning or a different ending, or completely new characters.

Captured

Because of space problems, we had to edit this part of James's story.
From * to **.

Structure

- Title
- Orientation
Who? When?
Where? What?
- Complication
that triggers a series of events:
- Event 1
The chase
- Event 2
Trapped in a box
- Event 3
Taken out of a box and put into a cage
- Event 4
The escape
- Resolution
Problem from the complication is solved *

I am a possum.

One morning I climbed out of my tree to search for some food.

Suddenly I heard the noise of someone running and there was shouting. I stood dead still. I was terrified. Then I saw a foot, and my muscles came into action. I ran for all I was worth into some bushes.

The noise stopped. "Hey, Charlie! Get a box. I saw something move in the bushes," said a voice. I saw a big thing coming at me, and then the most horrible face I ever dreamed of.

Suddenly it was dark. I was inside something. There were strange noises all around me. "Can I have a look?" asked someone.

"No, he might get out!"

Then there was an enormous roar. After a few moments it stopped and I was carried somewhere. The lid opened and a flood of light came into the thing. I climbed out cautiously and looked around. There were humans.

I shot back into the box. (I had realised that the thing was a box, and I huddled into a corner.) A hand grasped me and, almost choking me, pulled me into the light.

That night I was put into a small cage made of rabbit-proof wire. *

(After a struggle, I escaped and ran towards the bush.)

** Many days passed, and then I ran into ... No, it couldn't be ... Yes, it was ... My own territorial boundary. I passed it and saw my tree and my mates who had kept out trespassers.

I climbed into the tree and had breakfast.

James, Year 5 Mirboo North

Writer's Challenge

In narratives, there are often many describing words (adjectives) and many action words (verbs). Place a circle around all the adjectives in the text and a square around all the verbs.

Write a narrative

The escape

You are captured.

'You' can mean an animal trapped in some way, or a young person trapped in a cave or schoolroom, or your own choice.

If you wish, you could tell about the possum's escape (in James's story).

Title _____

Continue
story.

I was trapped. There was no escape, and no hope.

**More
to do**

Begin your own journal. Simply use an ordinary exercise book and record unusual or interesting events as they happen to you each day. Don't forget to write the date at the top of each new entry.

Write a narrative

A story with a moral

Write a story showing why it is silly and no use to cry over spilt milk.

'Don't cry over spilt milk' means that there is no use worrying about something that is already over. Once it has happened, it's time to move on to new things.

Structure

Title

Orientation

Who?

What?

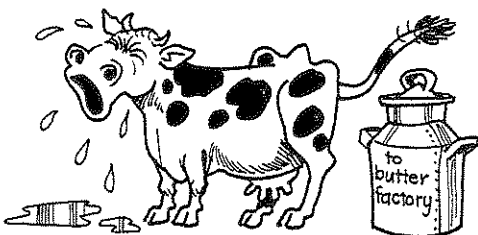
Where?

When?

Complication

Sequence of events

Resolution



More to do

Choose a different proverb, such as 'too many cooks spoil the broth' or 'better late than never'. Write a story about the proverb. Make your story convincing. Make your readers really believe it.

He was ...

Structure

Title

He was ...

Verse 1

(short lines)

*He was...
a boy who became
a man
a husband
a father.*

Verse 2

(short lines)

*He was ...
a good goalie,
a rotten batsman,
not bad at darts.*



Verse 3

(middle verse,
longer lines)

*He was ...
second cornet in the works band;
a man who brought his pay-packet straight home,
without stopping at the pub;
a man who enjoyed his dinner.*

Verse 4

(short lines)

*He was ...
forgetful,
rarely on time,
sometimes tongue-tied,
at a loss for what to say.*



Verse 5

(short lines)

*He was ...
always honest,
never sober at Christmas,
often puzzled by the world.*

Final, very short verse

*He was ...
... my dad.*

Poet

John Cunliffe

Writer's Challenge

Think of someone or something that you love or admire. Brainstorm words to describe that person or thing. Write on a spare sheet of paper as many words or phrases that you can in ten minutes. Compare your list with those of others in your class.

Write a poem

He is. She is.

Write a poem based on the model on the previous page. Use the words in your brainstorm list. Write about someone or something special. Illustrate your poem.

Structure

Title

Verse 1

Verse 2

Verse 3

Verse 4

Verse 5

Final verse

**More
to do**

Choose a topic which interests you. Illustrate the poem and display it.

Acrostics

Derived from the Greek **Akros** ('extreme') and **stichos** ('line'; 'order or line of verse').

Poems can have all kinds of structures. The form can be based on:

- verses or stanzas
- the number of words in each line
- the number of lines in the poem
- the number of syllables in the poem
- the rhyming pattern
- the shape of the poem.

Look at the acrostic poetic forms below. Some have been completed, some have not. Finish off the incomplete poems.

aCrostics

aRe not really poems, but **wO**rd games.

Some are more difficult, but

This

Is a silly, easy one.

Children usually enjoy them

So—off you go!

Related to ACRONYM

AKROS—end

ONOMA—name

e.g. LASER, RADAR

L _____
A _____
S _____
E _____
R _____

Sunshine
Playing children
Roses blooming
Iris, jonquils, buds
New growth
Golden daffodils

Funny people can be found
Under sea and underground
Near the window, near the floor.
Near your open bedroom door.
Yes, that funny one may be
funny you—or funny ME!

ACRONYMIC STORY

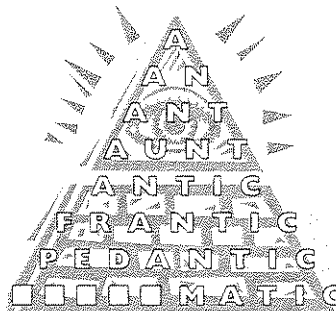
A Big Curious Drover Escaped From Giving His Income

J _____ K _____ L _____ M _____ N _____
O _____ P _____ Q _____ R _____ S _____
T _____ U _____ V _____ W _____
X _____ Y _____ Z _____

AGE
COG
TOO

Hop
slide
PLAY
Sway
Go!
tRip
around
Under
swing
Danger

Playful
Eager
Talented
Energetic
Reader and writer



Healthy
reAding
Playing
Picnics
Ice-cream
Nice friends family
Eating
Swimming
Sleeping

Home, heart, peaCe
Open doors, H
U E
Secure, happy, safe E
E R

Practising
word squares
may help with
acrostics.



Write acrostic poems

All kinds of acrostics

H _____
O _____
L _____
I _____
D _____
A _____
Y _____
S _____

S _____
P _____
O _____
R _____
T _____
S _____

YOUR NAME

○ ☐

☐

○ ☐

☐

○ ☐

☐

○ ☐

☐

Someone special

ACRONYMIC STORY

A	B	C	D
E	F	G	
H	I	J	K
L	M	N	O
Q	R	S	P
T	U	V	
W	X		
Y	Z		

What is a million ... ?

Structure

Title

Two-line rhyming couplets

Poet

What is ... a million?

- 1 The blades of grass growing on your back lawn.
The people you've met since the day you were born.
- 2 The age of a fossil you found by the sea.
The years it would take you to reach Octran Three.
- 3 The words you have read since you started school.
The water drops needed to fill the fish pool.
- 4 The postcards sent in to Record Requests.
The hairs that are growing on your dad's chest.

Wes Magee

Below is another 'What is ... a million' poem. It was written by a girl in Year 4, and is modelled on this poem by Wes Magee.

What is a million...?

Pine needles on a tree
All the pebbles under the sea
All the stars in the sky
And all the birds you see fly by
All the ants in a mound
All the time the world spins round
The worms that are in the lawn
All the steps you've taken since you've been born
The times you've opened and shut the door
And the times you have stepped on your floor.
That's a million ...

Belinda Smith 4B



Writer's Challenge

Use a spare sheet of paper. Brainstorm as many ideas as you can to answer the question 'What is a million?' Use the ideas to help you write a poem on the next page.

Write a poem

What is a million?

Write your own poem. Model it on the one by Wes Magee. Remember to write draft copies first before publishing it in the space below.



What is a million?

**More
to do**

Make a 'What is a million?' class book. Include in it poems by everyone in the class. Make sure that each poem is illustrated to show in pictures as well as words on what a million is.

Along the river track

Structure

Title

Introduction

Where?

Who?

What?

Sequence
of events

Conclusion

Author

Along the river track

There is a track that runs beside the river, all the way to my destination... school. It is nice and peaceful as I ride my bike.
Along the river track.

If I stop I can hear the laughing cries of the kookaburras, calling to each other in the trees. Sometimes I get a fright when lizards scatter across the ground. Once I saw a big goanna, running up a tree. At other times I have seen snakes, kittens, kangaroos and foxes, on my river track.

Sometimes I ride with a friend and then we don't really notice the scenery around us, we are too busy talking.

But in the winter, when the river is high and the paddle steamers go up and down the river, my friend and I stop and watch them go by. We wave to them and they wave back and blow their whistle and then we ride on.

My special place is a track that runs beside the Murray River, almost all the way from my home to school.

Steven Kelm, 11
Murrabit Group School, Murrabit, Vic.

Language Features

Use of present
tense verbs

Most recounts are in past tense. This one is in the present tense because it is about today and tomorrow. It is the same every day.

Some past
tense verbs

The writer manipulates the tense of verbs

Repetition

At beginning and end to increase the poetic effect.

Writer's Challenge

Re-read 'Along the river track' and cross out all verbs written in the present tense. Replace these with verbs written in the past tense. For example:

was ran
'There ~~is~~ a track that ~~runs~~ beside the river, all the way to my destination... school. It ~~is~~ nice and peaceful as I ~~ride~~ my bike.'
was rode

When you have finished the changes, read it to your friend.
Is it better or worse than the original?

Write a literary recount

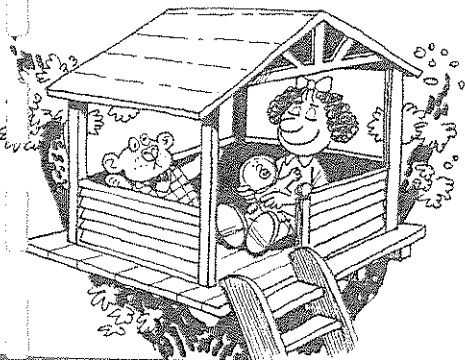
Your special place

On the other page, Steven writes with humour and affection about the river track he knows so well.

Do you have a place that is special to you? A branch in a tree? A secret cave or gully? A spot under your bed or inside your head—in your imagination?

Write about it here. Do not miss out interesting details.

My special place is



**More
to do**

Writers often keep journals. They keep a daily record of things that happen, thoughts and ideas they have, snippets of conversation overheard on a bus, and cuttings from papers and magazines. Begin your journal today. Use an old exercise book. Remember to record the date for each new entry. Even if you don't use your journal to write a novel, some time in the future you will enjoy looking back on it.

My special person

Structure

Title
Tells us about
the text

Setting

Sequence of events

My Special Person

My pop is called Cliff Faint. He is an old bushman, seventy-eight years old, and he still goes down the bush on his horse, mustering cattle. He has an old hut out in the bush in which he stays when he's mustering. He has lots of acres of bush lease to muster.

He is full of stories and is often invited up to our school when we are looking at life years ago. He's only a small size, but he has a huge personality. He's a bit deaf now, but he's still easy to talk to.

My pop owns a property at Hillgrove near Armidale, as well as the forestry lease. He knows how to make real shingles for a shingle roof. He breaks in horses; not so much now, though.

He loves going down the bush near Kunderang. It's really steep gorge country, and he rides all through it.

He takes his cook pot and boils up a cup of tea on the mountainside. He's a very special person. There aren't many old bushmen left like him.

Conclusion

Author

I love him and he loves me.

Nikki Faint, Year 5

Purpose of a literary recount:

To present a sequence of events (in this case, snippets from a life story) in which the writing means something to the reader as well as to the writer.

Writer's Challenge

Literary recounts tell about things from different points of view.
Look again at the texts to answer the questions below.

What is ...

- 1 a shingle roof
- 2 breaking in horses
- 3 mustering
- 4 a gorge
- 5 an acre

Write a literary recount

My special person

Choose someone you admire—a relative or any person who is special to you. Tell us about this person. What is so special about her or him?

- ✱ Choose someone you admire—a relative or any person who is special to you.
- ✱ Tell us about this person. What is so special about her or him?
- ✱ Don't spend too much time on what this person looks like.
- ✱ Give examples of ideas, actions, involvements and events.
- ✱ At the end we should know about this person's character. What kind of a person she or he really is.

Structure

Title

Setting

Who?

Where?

What?

Sequence
of events

Include
biographical
details

Conclusion

Author

My special person is

**More
to do**

Write about yourself. What are your special qualities? What makes you different? Begin with the earliest times that you can remember, and tell about some unusual, exciting or special events in your life.

Writer's word list

able	end	hit	opened	sudden
ago	enough	hole	outside	summer
air	even	hope	parent	sun
almost	everybody	horse	party	sure
ask	everyone	hour	picked	talk
baby	everything	ice	place	teacher
bad	eyes	inside	plane	television
ball	face	it's	planet	ten
beautiful	family	jumped	playing	than
been	favourite	keep	police	those
being	feel	kids	pretty	through
better	feet	killed	probably	time
bird	fell	kind	rain	today
black	few	lady	read	together
blue	fight	land	ready	town
book	fire	last	real	tree
both	fish	later	ride	tried
box	five	let	rocket	trip
boys	flying	light	run	trouble
brown	food	liked	sadness	try
buy	four	live	same	turn
call	funny	live	says	turned
cannot	gave	living	sea	under
cat	gets	looking	show	until
caught	getting	lot	sister	vacation
city	girl	lots	sleep	walk
clothes	girls	love	small	walked
cold	give	lunch	someone	walking
comes	great	mad	sometime	war
coming	green	maybe	soon	wasn't
days	hair	men	space	watch
decided	half	mouse	spring	week
different	happened	Mrs.	stairs	which
dinner	happiness	must	start	wind
does	happy	named	stay	window
doing	hard	new	still	woke
dollars	having	night	stop	wouldn't
each	he's	nothing	stopped	yes
earth	head	now	store	you're
Easter	hear	open	story	

What I think about my writing

My writing goals (TO BE COMPLETED AT THE START OF THE YEAR)



Things I can do

JUNE

DECEMBER

Things I need to improve

JUNE

DECEMBER



Student's writing profile

Code
E = Established
C = Consolidating
B = Beginning
NA = Not Apparent

INDICATORS

CODE

1 Recounts

- Understands that recounts can be written for different purposes and audiences
- Organises the recount by starting with an orientation that includes relevant background information needed to understand the text, such as who, when and where
- Includes significant events chosen to add interest and impact
- Orders events in chronological and sequential steps
- Writes a concluding comment that evaluates and summarises aspects of the recount
- Maintains simple past tense or manipulates the tense to suit the writing
- Uses linking time words such as 'next' and 'after'

2 Procedures

- Understands different contexts where written procedures tell how to do or make something
- Uses appropriate procedure framework
- Uses layout appropriate to the subject and topic
- Clearly lists all materials and quantities necessary
- Writes clear sequence of steps required to complete the task
- Provides detailed information on 'how', 'when' and 'where' each step is to be completed
- Uses diagrams and illustrations to support the text where appropriate
- Uses linking time words such as 'next', 'first'
- Uses simple present tense such as 'stir', 'mix', 'heat' to begin steps
- Selects appropriate headings for stages of the procedure

3 Reports

- Demonstrates understanding that reports have different purposes and structures
- Understands that reports provide information significant to a topic or focus of study
- Writes an introduction that classifies information essential to the report subject
- Includes detailed information relevant to the report subject
- Organises information into logical, linking paragraphs
- Writes a conclusion that restates the main points of the report
- Uses linking verbs such as 'is', 'looks like', 'belongs to'
- Demonstrates consistent use of tense, usually timeless present tense
- Uses appropriate technical language

4 Explanation

- Demonstrates understanding that explanations link cause and effect and describe how or why something works
- Uses explanations to account for certain phenomena
- Independently organises information to enable an explanation to be easily followed
- Begins with a clear statement of the phenomenon

INDICATORS

CODE

	E	C	B	NA
- Provides appropriate information to show how or why something works or exists - Links information to demonstrate cause and effect - Writes events in logical sequence - Uses appropriate specific and technical terms with definitions where required - Uses linking words to show cause and effect, e.g. 'as a result'				
5 Exposition				
- Understands that expositions persuade others - Writes an opening paragraph that states a position followed by a brief summary of arguments to follow - Uses relevant information to persuade the reader - Provides evidence to support arguments - Presents logically planned arguments - States a new point and then elaborates in each paragraph - Links paragraphs together so that each part contributes logically to the whole - Writes a final paragraph that restates the main points as a conclusion - Maintains consistency of tense - Maintains the point of view				
6 Narrative				
- Demonstrates an understanding that stories are written for many purposes and may be interpreted in many ways - Uses a title that will interest the reader - Provides detail that establish relationships between setting and major and minor characters - Develops a cohesive story line that elaborates upon and resolves complications/problems - Develops substantial characters and provides insight into their feelings - Ties events together to provide a satisfactory conclusion to the story - Makes effective use of dialogue - Uses such devices as imagery, metaphor and simile to draw the reader into the narrative				
7 Writing strategies				
- Plans and drafts writing using a variety of techniques such as crossing out, cutting and pasting, using arrows and insertions - Conferences with friends and adults, and makes changes to improve writing (plot, structure, meaning etc.) - Uses a legible handwriting/layout style as required by the audience and purpose - Recognises most misspelt words and attempts corrections when proofreading - Consistently spells most frequently used words correctly - Uses resources such as dictionaries and thesaurus to find correct spelling and meaning - Checks drafts for the correct use of writing conventions such as full stops, commas, exclamation marks, speech marks and paragraphs				

Text Types for Primary Schools

	BOOK 6	BOOK 5	BOOK 4	BOOK 3	BOOK 2	BOOK 1
FACTUAL TEXTS						
Procedure	- How to make a shadow puppet - How to build a beam bridge - How to make worm fritters - How to make a thaumatrope	- How to make a compost bin in a soft drink bottle - Maps and directions - How to make a bull-roarer - The four turn edges	- Yeast power - Pirate's treasure - Making a worm farm - A tricky party trick	- A paper bag monster - Making a pizza - How to make mud pies - How to make pepper jump	- How to yap - How to grow trees on tiny islands - How to make a floating flower - How to make a green hairy thing	- How to make yellow jelly - How to make a coin rubbing - How to make decorated biscuits - How to make a daisy chain
Recount	- The first day of school - A newspaper report: TV zaps memory - Why me?	- Moving house - A day in my life - A brush with a shark - A newspaper report	- Our mud fight - A trip to the zoo - Shannon's journal	- Stitches in my head - A school visit - The Melbourne Zoo - The day our duck egg hatched	- Hairy Harry's haircut day - The new playground - I fell in the river - The big fish	- What I did yesterday - I remember crying - A thank-you letter
Information report / factual description	- Fingerprints - Insect-eating plants - The Internet - From egg to tadpole to toad	- Boomerangs - Jupiter - Praying Mantis - Teeth	- Elephants - Tyrannosaurus - Mummies - Spiders	- Our axolotl - Whales - Dinosaurs - Brend - Polar bears	- The shapes of leaves - From the sheep to the singlet - Butterflies - Robots - Chickens	- What am I? A puzzle - My favourite toy - How cola is made - Ants
Explanation	- Why do leaves change colour in autumn? - What causes the doldrums? - What is a red giant?	- What causes earthquakes? - Where does food go? - What causes thunder and lightning?	- How are rainbows formed? - Why do stars twinkle? - Why do we feel dizzy when we spin around?	- Why can you see your breath on a cold day? - Why do moths flutter around lamps? - What are fossils?	- Why are birds' beaks different? - Why do birds sing?	- How does a plant grow? - Why we get sunburnt
Exposition/discussion	- A national disgrace - The coach's address - Writing an advertisement - Natural and processed food	- Bush dance poster - Letter to a magazine - Letter to a council youth worker	- A letter to the kids' council - Spaghetti - Sun bars	'Cats make good pets' (discussion) - Poster: Babe burgers	- What we need in the world - Lollies (discussion) - Kangaroos (poster)	"I like..." - A party invitation
LITERARY TEXTS						
Narrative	- Second-time Cinderella - The starfish story - Around the bend	- An old story with a new ending - Captured - The bags full of faults	- Why the bear has a stumpy tail - The sick camel - On the way to school - Sunblossom's story	- The ants and the grasshopper - Princess and Onk - The three little pigs - The golden hat	- The magic horse - The day Bill ran away - Albert the dinosaur - The seed that grew	- The poor woman's wish - Stuck up a tree - The scared elf - Two stories
Poetry	- Why? - Landscape - That was summer	- He was... - Acrostics - What is a million?	- Dirts and gorts - Definitions - In my head	- Things - Autumn leaves - A poem about the senses	- Dreams - Beans, beans, beans - Over and under	- The 5 Ws - Wish - Jump or jiggle - Quiet is...
Literary recount	- Talking about me - Where do writers get their ideas?	- Along the river track - My special person	- My shed - My friend Pelican	Nan	Slurpy's day	- My special place - I like hearing the crickets